



# Expeditionary Warfare School

The Expeditionary Warfare School (EWS) is a primary-level professional military education school. EWS prepares captains to function as commanders and staff officers at the appropriate level of the operating forces by providing instructional emphasis on command and control, combined arms operations, warfighting skills, tactical decision making, MAGTF operations, and naval expeditionary operations. EWS emerged in the 2002-2003 academic year as the result of the merging of the Amphibious Warfare School (AWS) and the Command and Control Systems Course (CCSC). The EWS program of instruction (POI) is based on the core competencies of the Training and Education Command (TECOM) training and education continuum. These competencies include warfighting, MAGTF operations, naval operations, and expeditionary operations

## MISSION

The mission of EWS is to provide Marine captains primary-level professional military education and to oversee their professional military training in command and control, MAGTF operations ashore, and naval expeditionary operations in order to enable them to command or serve as primary staff officers in their MOS, to integrate resident capabilities within their element of the MAGTF, to integrate their element within the MAGTF, and to understand the functioning of other elements of the MAGTF.

## GOALS FOR THE GRADUATES

- Plan and execute command and control of the MAGTF at the tactical level.
- Integrate the capabilities of each element of the MAGTF at the tactical level.
- Plan and execute Naval Expeditionary Operations within a specific element of the MAGTF at the tactical level..
- Lead subordinates within a framework of ethical values.
- Integrate the war fighting functions, principles of war, maneuver warfare doctrine and cultural factors, while fighting as a MAGTF at the tactical level.
- Express ideas in a clear and well-reasoned manner that is the product of rigorous and disciplined thought.
- Command or operate as a staff officer within a specific MOS and element of the MAGTF.

## **EDUCATIONAL OBJECTIVES**

Instruction at the Expeditionary Warfare School challenges students to think critically and provides them with doctrinal precepts, augmented with the exchange of practical experiences, and reinforced with extensive practical exercises. The majority of the instruction occurs in the conference group, which consists of 14 to 16 captains of various military occupational specialties, mentored by a seasoned major, who acts as a faculty advisor. Throughout the course, the faculty advisor (FACAD) guides the learning process; monitors/evaluates student progress and challenges students to broaden their education and professional competence.

## **CURRICULUM**

The EWS program of instruction (POI) is divided into five major segments, which are composed of multiple sub-courses. The core courses, which consist of command and control, MAGTF ops ashore, and naval expeditionary operations, are presented in a sequential building block manner. The remaining major courses are interwoven throughout the curriculum and serve to augment and/or reinforce the entire curriculum.

**Command and Control.** Command and control is the initial course of instruction in the EWS POI. In this module, the student is introduced and instructed in command and control theory and doctrine and introduced to the doctrinal decision-making process. Additionally, enduring principles, such as the theory and nature of war, are discussed in the context of the warfighting functions and maneuver warfare.

The command and control course of instruction begins with the introduction of warfighting. The subsequent sub-courses within Command and Control include the following: command and control theory and doctrine, the Marine Corps Planning Process (MCP), information management (IM), and command and control systems. The method of instruction includes a combination of assigned readings from doctrinal publications: Marine Corps doctrinal publications – (MCDP), Marine Corps warfighting publications – (MCWP), Marine Corps reference publications (MCRP), and joint publications; and self-paced texts (SPTs), interactive media instruction (IMI), lectures, seminars, discussions, tactical decision exercises, and practical exercises. Course requirements include participation in seminar and practical exercise, a short answer test at the conclusion of the warfighting sub-course, and a two-part practical application test at the conclusion of the Marine Corps Planning Process sub-course.

At the conclusion of the command and control portion of the curriculum, the student should possess both breadth and depth in comprehending the nature of war, the warfighting functions, and maneuver warfare. Also, the student should be grounded in the art and science of command and control and information management as they relate to an operations center, planning, and the commander's decision-making process. In addition, the student should possess a thorough understanding of the doctrinal application of MCP.



**MAGTF Operations Ashore.** MAGTF Operations Ashore is the second major segment of instruction and centers on instructing the student in the doctrinal employment of the MAGTF. This phase introduces the major elements of the MAGTF and the enduring concepts, such as the single-battle concept, task organization, combined arms, and integration generic to all sized MAGTFs. Each sub-course of MAGTF operations culminates with a

practical exercise (PE).

This portion of the curriculum builds on the foundations of command and control, warfighting, and MCPP and explores the resources, doctrinal concepts, and warfighting capabilities associated with each element of the MAGTF, first as an element itself, then as part of a task-organized, synergistic MAGTF: The aviation combat element (ACE), the ground combat element (GCE), and the combat service support element (CSSE). The fifth sub-course is information operations (IO). The course also provides detailed instruction on the integration of the MAGTF's major subordinate commands within combined arms offensive, defensive, and support operations. Common themes throughout the MAGTF operations ashore segment are the single-battle and combined arms concepts, information management, and information operations. The method of instruction includes a combination of assigned readings from doctrinal publications, the use of self-paced texts (SPTs), interactive media instruction (IMI), lectures, seminars, discussions, tactical decision exercises, and practical exercises. Course requirements include quizzes at the conclusion of each sub-course, evaluation of performance during major practical exercises, and a final comprehensive essay test.

Within MAGTF Operations Ashore is the Current Operations package. The purpose of this course is to focus the student's education on issues that surface in the current operating environment, such as stability and security operations (SASO) and counterinsurgency (COIN). In addition, the SASO and MOOTW sub-courses emphasize the enduring nature of the doctrinal themes. The method of instruction includes a combination of assigned readings from doctrinal publications, lectures, seminars, discussions, and practical exercises.

At the conclusion of MAGTF operations ashore, the student should possess a deep understanding of the capabilities and limitations of the MAGTF elements. Ultimately, this knowledge should contribute to the student's ability to integrate the elements to create a synergistic effect.

**Naval Expeditionary Operations.** The third major segment of the EWS POI is naval expeditionary operations. Building upon the knowledge acquired from the previous two courses of instruction, this portion of the curriculum addresses the role of the Marine Corps as part of a larger naval operation. This includes the MAGTF in amphibious operations, maritime prepositioned force (MPF) operations, and joint operations.

The naval expeditionary operations course of instruction continues to build on the previous warfighting and MAGTF operations Ashore curricula in order to develop

proficiency in Marine Corps core competencies: expeditionary readiness, MAGTF combined-arms operations, expeditionary operations, sea-based operations and forcible entry from the sea. The method of instruction includes a combination of assigned readings from doctrinal publications, the use of self-paced texts (SPTs), interactive media instruction (IMI), lectures, seminars, discussions, tactical decision exercises, and practical exercises. Course requirements include an acceptable standard of performance during major practical exercises and four short answer quizzes embedded throughout the sub-courses and a capstone exercise. The naval expeditionary operations course of instruction contains five sub-courses: Expeditionary Operations Foundations, Amphibious Planning, Marine Expeditionary Unit (Special Operations Capable) or MEU (SOC) Operations, Maritime Pre-Position Force (MPF) Operations and Force Deployment Planning and Execution (FDP&E) instruction.

At the conclusion of this course, the student should possess a comprehensive understanding of naval and amphibious operations. Furthermore, the student should be capable of planning and executing naval expeditionary operations.

**Professional Studies.** Professional studies, the fourth major segment in the curriculum, consists of the following sub-courses: Leadership & Ethics, Communications, and Cultural Factors. These sub-courses are interwoven throughout the syllabus and have a dual nature as stand alone periods of instruction and to reinforce other portions of the curriculum.

***Leadership and Ethics.*** The goal of this sub-course is to develop the student's ability to design a strategy for developing leadership in subordinates. Additionally, it is designed to inspire the student to lead within a framework of ethical values. Throughout the academic year the program demonstrates the challenges of leadership across the spectrum of conflict. Course requirements include the development and (oral) presentation of a leadership strategy for subordinates.

***Communications.*** The goal of the Communication program is to prepare students to communicate effectively in their occupational roles – initially as commanders and, subsequently, as staff and executive officers. To this end, this course of instruction focuses on developing critical thinking skills in concert with effective oral and written forms of communication. Although this course exists primarily to support other portions of the curriculum, such as written requirements in the command and control and MAGTF operations ashore segments, students are also required to submit a terminal (argumentative) contemporary issues research paper.

***Cultural Factors.*** This sub-course is designed to provide the student with a better understanding of how cultural factors affect military operations. This portion of the curriculum contains periods of instruction on generic cultural issues, region-specific cultural factors, and a language lab. The lab allows the students to enhance their understanding of a specific culture through language study.

**Occupational Field Expansion Course (OFEC).** This fifth major portion of instruction is divided into two sessions, one in the fall and one in the spring. The fall OFEC session is 3 weeks in length and focuses on improving the student's depth of knowledge within his MOS and, more importantly, on elevating or broadening his knowledge within his respective element of the MAGTF to that expected of a captain. The spring OFEC session is 5 weeks in length and concentrates on further developing the student's MOS proficiency with continued specific education and the introduction of practical application. However, and in contrast to the fall OFEC, the spring OFEC focuses to a greater extent on practical application through various field exercises and simulation exercises. The purpose of which is to prepare the student to command and/or to operate as a staff officer within his MOS and element of the MAGTF.

### **Capstone Exercise**

The culminating exercises of the EWS program incorporate all learning objectives of the academic year into two large-scale, computer assisted exercises: an amphibious forcible entry, and the deployment of a maritime prepositioning force. These exercises include the use of collaborative tools and C2 systems resident in the MAGTF.

### **International Military Student Program**

EWS promotes a comprehensive program designed to familiarize the IMOs with U.S. culture and society, including its political processes, educational systems, and Constitution. A two-week orientation course, which is not part of the academic program, precedes the resident EWS course, and includes a vestibule English language component.

### **Marine Corps Issues**

A series of classes and discussions covering command responsibilities, techniques, administrative procedures, legal considerations and family preparedness issues is provided to equip company-grade officers for successful company/battery level command. Instruction also includes supply, training management, and maintenance instruction elements.

## **STUDENT EVALUATION**

The Expeditionary Warfare School evaluates student performance through both objective and subjective instruments. The institution's evaluation program serves two purposes: it evaluates the student's understanding of the material presented and provides information relative to the quality of the EWS educational experience.

**Policy:** The school ensures subjective testing instruments evaluate each educational objective. Instructors use evaluations to counsel regularly students on their process and to make appropriate revisions to instructional materials.

**Standard Evaluation Instruments:** Student performance is evaluated on a 100-point system with a minimum score of a 75 necessary to complete graded requirements successfully and to graduate.

(1) Communications Program. (Evaluated by both the Faculty Advisor and the Communication program instructors). Students are evaluated by their faculty advisors

and the communication instructors for their ability to express themselves effectively in both oral and written communications. Communications are evaluated in terms of content, critical thinking, organization, format/delivery, grammar & mechanics, and word choice.

(2) Marked Requirements. There are various marked requirements during the academic year. They consist of a series of subjective questions requiring narrative answers or a graphic portrayal of solutions on worksheets, maps or overlays.

(3) Non-Standard Evaluations. Non-standard evaluation of student performance is based on the judgment of the evaluator who provides both the student and the appropriate faculty advisor with a narrative summary of observations on the Student Performance Report form. Non-standard evaluations will be provided on a student's:

- Contribution as a seminar member.
- Performance in the occupational field expansion course (OFEC).
- Performance during practical application exercises, wargames, and simulations.

**Unsatisfactory Grades.** The retest of those students who fail to attain a passing grade in a particular subject area is the responsibility of the primary instructor. The primary instructor ensures that appropriate remedial instruction, direction, and guidance are provided. Students who cannot attain a passing grade in a remedial evolution are referred to the Chief Instructor and the Deputy Director. The Deputy Director convenes a student performance evaluation board (SPEB) to consider the matter and make recommendations to the Director regarding disposition of student referrals.

**Fitness Reports.** Fitness reports on all USMC students are prepared at the end of the school year by faculty advisors and reviewed by the division heads in accordance with the current edition of MCO P1610.7. (The reports do not contain any comments with respect to class standing, since such statistics are not maintained.) Reports on other service students are submitted on the forms required by their respective services. In the case of international military students, a report of successful completion of the course is prepared for transmittal to each student's country.

## **STUDENT BODY**

All students are captains or other service equivalents. Attendance at the school is based upon selection after careful screening of records by service manpower assignment departments.

School seat quotas are based on allocations granted by the Commandant of the Marine Corps, the joint/multinational education criteria of the Officer Professional Military Education Policy Document for other U. S. military students, and the Department of Defense and Department of State agreements on foreign military student education exchange programs.

Quotas for admission to the EWS are currently distributed as follows:

U.S. Marine Corps Officers	190
U.S. Navy	3
U.S. Army & Army National Guard Officers	21
U.S. Air Force Officers & Air National Guard	6
International Military Officers	20
Civilians, U.S. Federal Government	<u>0</u>
TOTAL	240

## **ADMISSIONS POLICY**

The EWS Admissions Policy supports the mission and purpose of the School and reflects the needs of the United States Marine Corps and the educational criteria of the Chairman of the Joint Chiefs of Staff's Officer Professional Military Education Policy appropriate for Company Grade Officers. Invitation, nomination, and admission to the school vary by student type — U.S. military officers are admitted through their services' selection/assignment processes and international officers are admitted through an invitational nomination/approval process.

All inquiries regarding admission should be directed to:

Expeditionary Warfare School  
Marine Corps University  
2077 Geiger Road  
Quantico, Virginia 22134-5068  
Phone: (703) 784-1864/2536 (Administrative Office)  
FAX: (703) 784-2582  
[www.mcu.usmc.mil/ews](http://www.mcu.usmc.mil/ews)